

**THE EFFECT OF USING JOURNALISTS QUESTION STRATEGY  
TOWARD WRITING ABILITY IN NARRATIVE TEXT OF  
THE SECOND YEAR STUDENTS AT MAN KAMPAR  
KAMPAR REGENCY**



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## **SUPERVISOR APPROVAL**

The thesis entitled *"The Effect of Using Journalists Question Strategy toward Writing Ability in Narrative Text of the Second Year Students at MAN Kampar Kampar Regency"* is written by Zuriyanti NIM. 10814003502. It is accepted and approved to be examined in the meeting of the final examination committee of under graduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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The researcher

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## ABSTRACT

**ZURIYANTI (2012): “The Effect of Using Journalists Question Strategy toward Writing Ability in Narrative Text of the Second Year Students at MAN Kampar Kampar Regency”**

Writing is one of the skills in English language that is needed to be learned by students including the second year students of State Islamic Senior High Kampar. Therefore, the students are expected to be able to master the writing skill. Based on the fact, the students had difficulties in writing especially narrative text. In this case, the writer as the researcher provides journalists question strategy to improve the students' ability in writing narrative text because it is the appropriate strategy to help the students write the text.

The objectives of the research are to find out the students' ability in writing narrative text by using journalists question strategy, to find out the students' ability in writing narrative text without using journalists question strategy and to find out whether there is significant difference on the students' ability in writing narrative text by using journalists question strategy of the second year students at MAN Kampar.

In this research, the type of research used was quasi experimental research. The writer took non-equivalent control group design. The writer used two classes as sample. One class is for experimental class and another class is for control class. Both of the classes were given the treatment during eight meetings. The technique of collecting data was a writing test. The subject of the research was the second year students of MAN Kampar.

Based on the research findings, the significant number was  $0.000 < 0.05$ . It means that  $H_a$  is accepted and  $H_o$  is rejected. Besides, it can be proved from mean score of the students' writing ability of post-test at experimental class was 62.16, while the students' writing ability of post-test at control class was 52.75. Furthermore, the mean score improvement of the students' writing at experimental class was 15.92 (34.70%) while in control class only 6.33 (15.14%). So, it can be concluded that there is significant difference on the students' ability in writing narrative text by using journalists question strategy of the second year students at MAN Kampar.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Actually, there are four important skills that should be taught by the English teacher. They are listening, speaking, reading, and writing.<sup>1</sup> Writing is one of the four skills that is very important to be mastered by students. Writing is also a productive skill that needs our ideas to express in a writing form. As a productive skill, writing is more difficult than reading and listening, because there are many aspects that should be considered such as, choice of words, grammar, vocabulary, spelling, coherence and others. These should be integrated to produce meaningful and good coherence writing. While listening and reading are receptive skills that do not need our ideas to express it as well as writing and speaking.

Writing is also an essential form of communication. Through writing, we express our feelings, hopes, dreams, and joys as well as our fears, angers, and frustrations.<sup>2</sup> Writing is not only a product but also a process. Therefore, students need to write more and more. It means that writing must be practiced by students continuously in order to make their writing better. In writing process, there are several important things that should be considered by a writer or students; they are: audience, tone, and purpose.<sup>3</sup> Audience is one of the most crucial parts in term of writing. It means that when we are writing, we need to communicate our

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<sup>1</sup> H. Douglas, Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents, 1994. p. 217

<sup>2</sup> Hughey B. Jane, et al. *Teaching ESL Composition: Principles and Techniques*. Rowley: Newbury House Publishers, 1983. p. 33

<sup>3</sup> M. Syafi'i S., et.al. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI). 2007.p. 109-113

messages, ideas or feelings to readers with a very clear meaning through a means of written communication. According to Joy M. Reid the audience is as essential concept for all writers.<sup>4</sup> Writers choose their subjects and their methods of presenting material (diction, sentence structure, organization) according to who will read the finished product. Knowing audience will help us reach our goal of communication clearly and effectively.

While, tone is related to our attitude toward the subject we are working with, the choice of words that we use, the using of grammatical structure we are employing, and the length of our sentences that we use to communicate in our writing. The purpose refers to the information that will be extended by a writer. Is it for entertainment, education, persuasion and others? It will influence the messages that will be got by the readers. The purpose of a piece of writing will determine the rhetorical form chosen for it.

In order to accomplish students' need toward writing, School Based Curriculum (KTSP) provides writing as one of the skills in mastery English that must be taught and learned in senior high school. State Islamic Senior High School (MAN) Kampar is one of the schools that also use School Based Curriculum (KTSP) as its guidance in teaching and learning processes. According to curriculum of SMA/MA in which Syllabus KTSP (School Based Curriculum) the standard competence of teaching English is the students understand meaning of the simple written text monologue/essay fluently and accurately in narrative, descriptive, news item, report, hortatory exposition, spoof and explanation and

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<sup>4</sup> Joy M. Reid. *The Process of Composition*. New Jersey: Prentice Hall, 1988. p. 2

respond the meaning of functional text for example: Announcement, instruction, etc.<sup>5</sup> The function of this type of the text is to accommodate communication and to get things done. Therefore, the goal of teaching writing is to develop students' ability to communicate in written language in those texts. It means the students must be able to write and know the information from the text besides for interest and students' talent.

Based on the preliminary observation on 21 March 2011 in MAN Kampar, writing has been taught by using some strategies and techniques. Generally, the teacher did everything for students or told them everything that they needed to know. It started from the explanation of what narrative text was, the purpose, the organization, and the language features of narrative text. After that, he asked students to write a narrative text directly. Then, at the end of the class, the teacher gave feedback for students' writing. Besides, the teachers also support it by providing English program required students to write several English articles and poems on the bulletin board. Based on the description above, ideally the students would be able to write a narrative text correctly, but in fact, students of MAN Kampar were still difficult to write especially in narrative text. Their scores of writing were very low under the standard of achievement. It can be seen from the following symptoms:

1. Some of students are not able to write a narrative text correctly.
2. Some of students are not able to make a good writing grammatically.

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<sup>5</sup> Departemen Pendidikan Nasional. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah atas dan Madrasah Aliyah*, Departemen Pendidikan Nasional Jakarta : Balitbang Depdiknas, 2003. p. 32

3. Some of students could not develop their ideas to write a narrative text or essay.
4. Some of students are not able to use appropriate vocabulary.
5. Some of students still make many mistakes in write a text or essay.

To Improve Students' ability in writing, it needs an appropriate strategy or technique helping them to find out solution for their problems. There is actually a technique that can help students improve their writing, called journalists question strategy. Journalists question is the questions that are referred to as the five Ws and one H (Who? What? Where? When? Why? or How?). These questions have not lost their value in classroom instruction, regardless of the content area. Vicki Urquhart & Monette McIver state that the students answer these questions focused their attention on the specifics of a given topic.<sup>6</sup> This strategy will help students organize their writing.<sup>7</sup>

In addition, journalists question is a powerful way to develop a great deal of information about a topic very quickly.<sup>8</sup> In other hand, journalists question is one of the good strategies to improve students' writing ability. Therefore, the writer is interested in conducting a research entitled **“THE EFFECT OF USING JOURNALISTS QUESTION STRATEGY TOWARD WRITING ABILITY IN NARRATIVE TEXT OF THE SECOND YEAR STUDENTS AT MAN KAMPAR KAMPAR REGENCY”**

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<sup>6</sup> Vicki Urquhart & Monette McIver. *Teaching Writing in the Content Areas*. Alexandria, VA: ASCD/McREL. 2005. p. 82

<sup>7</sup> June Preszler. *On Target: Bringing Writing into Content Area Classrooms Grades 4-12*. Alexandria: ESA 6&7, 2006. p. 17

<sup>8</sup> Ku Writing Center. *Prewriting strategies*. Retrieved on January, 24<sup>th</sup> 2011. from: <http://www.writing.ku.edu/guides/prewriting.shtml> p. 3

## B. The Definition of the Term

### 1. Journalists Question strategy

Journalists question is questions to ask and answer to generate ideas to get our writing started, such as who, what, where, when, why, and how.<sup>9</sup> In addition, Vicki Urquhart and Monette McIver stated that these questions have not lost their value in classroom instruction, regardless of the content area. Having our students answer these questions focuses their attention on the specifics of a given topic.<sup>10</sup>

Journalists question strategy meant in this research is a strategy used by the researcher to know its effect toward ability in narrative of the second year students at MAN Kampar.

### 2. Writing Ability

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.<sup>11</sup> In this research, it refers to ability in writing narrative text of the second year students at MAN Kampar.

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<sup>9</sup> Glossary. *Online Guide to Writing and Research*. Retrieved on March 16<sup>th</sup> 2011. from: <http://www.umuc.edu/ewc/onlineguide> p. 5

<sup>10</sup> Vicki Urquhart & Monette McIver. *Teaching Writing in the Content Areas*. Alexandria, VA: ASCD/McRel. 2005. p. 82

<sup>11</sup> SIL International. *What are Writing Skills?* Version 4. 1999. Retrieved on Mei 01<sup>st</sup> 2011. from: <http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewritingskills.htm>. p. 1



### 3. Narrative text

Narrative text is a kind of story, narrative or legend text that has purposes to amuse the reader which is indicated by showing a problem and the way to response the problem and response commonly is a solution.<sup>12</sup>

## C. The Problem

### 1. Identification of the Problem

Based on the explanation above, the researcher indentifies the problems as follows:

- 1) Why are some of students not able to write a narrative text correctly?
- 2) Why do some of students not develop their ideas to write a narrative text or essay?
- 3) What factors make students disable to use the correct tenses in writing?
- 4) Why are some of students unable to express their ideas in correct written language?
- 5) Why do some of students have adequate vocabularies in writing?
- 6) What are the paces of conducting journalists question strategy?
- 7) Does a journalists question strategy influence students' writing ability at MAN Kampar?
- 8) How is students' writing ability after being taught by using journalists question strategy?

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<sup>12</sup> Otong Setiawan Djuhari. *Mengerti Bahasa Inggris untuk SMA*. Bandung: Yrama Media, 2007. p. 436

## **2. Limitation of the Problem**

The researcher did not study all of the problems above. This research only focused on the effect of using journalists question strategy toward writing ability in narrative text of the second year students at MAN Kampar.

## **3. Formulation of the Problem**

The problems of this research can be formulated in the following questions:

- 1) How is the students' ability in writing narrative text by using journalists question strategy at the second year students of MAN Kampar?
- 2) How is the students' ability in writing narrative text without using journalists question strategy at the second year students of MAN Kampar?
- 3) Is there any significant difference of students' ability in writing narrative text that were taught by journalists question strategy and those who did not at the second year students of MAN Kampar?

## **D. The Objectives and the Significance of the Research**

### **1. The Objective of the Research**

- 1) To find out students' ability in writing narrative text by using journalists question strategy at the second year students of MAN Kampar.

- 2) To find out students' ability in writing narrative text without using journalists question strategy at the second year students of MAN Kampar.
- 3) To find out any significant difference of students' ability in writing narrative text who were taught by journalists question strategy and those who did not at the second year students of MAN Kampar.

## **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

- 1) The research findings are contributed to give the valuable input to the teachers of English at MAN Kampar especially and all English teachers generally as an attempt to improve the students' ability in writing narrative text.
- 2) This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the world of language teaching and learning in general.
- 3) This research is hopefully contributing to the writer as a researcher in term of learning research as a novice.
- 4) To fulfill one of the requirements to finish the researcher study in English education department of State Islamic University of SUSKA Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theory

##### 1. The Nature of Writing

Writing is very important for those who learn English as a foreign or second language. As one of the four skills, writing is not like reading and listening. It requires students' to write texts well. Writing skill helps the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.<sup>1</sup> It aims that writing is not a simple activity. According to Naomi Flynn and Rhona Stainthorp, It is a truth universally acknowledged that writing is more difficult than reading.<sup>2</sup> This means that learning to write is more difficult than learning to read.

Furthermore, Sturm and Koppenhaver cited in Peter Westwood told that that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of

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<sup>1</sup> I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*. New York: Routledge. 2009. p. 113

<sup>2</sup> Naomi Flynn and Rhona Stainthorp. *Teaching Learning and Teaching of Reading and Writing*. England: John Wiley & Sons Ltd, 2006. p. 54

words, organization, purpose, audience, clarity, sequence, cohesion and transcription.<sup>3</sup> That is why writing is called as a complex activity.

Dealing with the explanation above, Hughey, et.al. proposes five components of writing that must be noticed by writer in a writing composition:<sup>4</sup>

1. Content.

It is related to the content of the writing itself. It means the ability of the writer to think creatively and develop thought, excluding all irrelevant information.

2. Organization

It pertains the ideas which must be stated clearly, well organized, logically sequence and cohesive.

3. Vocabulary

It means the vocabulary used should be sophisticated range and effective words idiom in order to make a good writing.

4. Language use/Grammatical features

It is related to the highlight effective complex construction, few errors of agreement, and the order of articles is used. In composing paragraphs or texts, the mastery of grammatical order is very important for writers. It will influence what messages that will be caught by the readers.

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<sup>3</sup> Peter Westwood. *What Teachers Need to Know about Writing and Reading Difficulties*. Victoria: ACER Press, 2008. p. 56

<sup>4</sup> Jane B. Hughey. et.al. *Teaching ESL Composition: Principles and Techniques*. Rowley: Newbury House Publishers, 1983. p. 139-141

## 5. Mechanics/Spelling and punctuation

It is related to the ability of the writer to mastery convention, spelling, punctuation, capitalization, etc. According to Praveen, he stated that there are eight mechanics of writing as follows:<sup>5</sup>

- a. Making strokes with proper hand movements. This means to know from where to start a letter and where to end it.
- b. Write letter of appropriate size and proper shape.
- c. Write letter in words with proper space.
- d. Write words in sentence with proper space.
- e. Write sentence in paragraph with proper space.
- f. Write correct spelling in words.
- g. Write capital letters correctly.
- h. Write legibly and neatly.

All of the writing components above are very important in writing. If one of the components of writing above nothing in a writing the students' writing will not coherence each other. That's why the students have to know all of the components in order to make a good writing.

Writing is a skill, not an innate gift or a special talent. Like any advanced skill, writing must be developed through systematic instruction and practice. Dealing with this, Ericson, Krampe & Tesch-Romer cited in Paul J. Silvia told that People must learn rules and strategies and then

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<sup>5</sup> Dr. M.F Patel & Praveen M. Jain. *English Language Teaching (Methods, Tools, & Techniques)*. Jaipur: Sunrise Publishers & Distributors. 2008. p. 126

practice them.<sup>6</sup> In other hand, writing needs practices. The more we write the better our writing is. While, Canale and Swain's (1980) in Hyland stated that writers need, at least:<sup>7</sup>

- a. *Grammatical competence* – a knowledge of grammar, vocabulary, and the language system.
- b. *Discourse competence* – a knowledge of genre and the rhetorical patterns that create them.
- c. *Sociolinguistic competence* – the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- d. *Strategic competence* – the ability to use a variety of communicative strategies.

Based on the explanation of the nature of writing above, basically writing is very important for students that should be mastered as one of the four skills in English. It is not an easy skill like reading, speaking, and listening. It can be called as a complex activity because reading, speaking, and listening are also included in writing. A writer has to know how to write, what will be written, large insight, and the provisions of the writing in order to make a good writing. Writing is also a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.

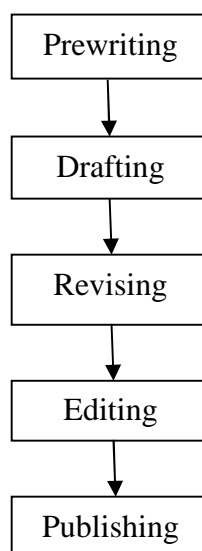
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<sup>6</sup> Paul J. Silvia. *How to Write A Lot: A Practical Guide to Productive Academic Writing*. Washington DC: American Psychological Association (APA), 2007. p. 6

<sup>7</sup> Ken Hyland. *Second Language Writing*. New York: Cambridge University Press, 2004. p. 32

## 2. The Stages of Writing Process

Writing is a combination of process and product.<sup>8</sup> The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The process is began by thinking about what is going to be written (choosing a topic) and collecting ideas both formally and informally.<sup>9</sup> It means that the process of writing is not a simple job. It needs several stages in order to make a good writing. The writing process provides the mechanics by which students will complete writing-based content-area assignments. The writing process consists of five stages. They are generally followed in this order, although students can return to any step at any time in the process to make changes:<sup>10</sup>




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<sup>8</sup> Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill, 2005. p. 98

<sup>9</sup> Ibid. p. 101

<sup>10</sup> Garth Sundem M. M. and Kristi Pikiewicz. *Writing in the Content Areas*. New York: Teacher Created Resources, 2006. p. 19



## 1. Prewriting (planning)

Prewriting is the first step on the writing process. Prewriting is similar to as planning of the students to what will be written. Prewriting can also include research, planning for special layout, designing hands-on construction or any other measure that take place before students dive into creating what will become a finished product.<sup>11</sup> Students use prewriting in order to generate ideas. They think first before writing.

According to Carol C. Kanar, think of this stage as a readiness stage: students are getting ready to write. Their choices include selecting a topic, thinking about the topic, making some notes about it, and perhaps even coming up with a tentative thesis and outline.<sup>12</sup> At this stage, students are generating ideas—what they know and do not know their topic. Generating ideas what will be written is not easy. It spends much time to develop the ideas of students. Sometimes, students need a reliable strategy to get the thinking process started. There are seven prewriting strategies that can be used to generate ideas before students begin writing their drafts.<sup>13</sup> They are Power write, Brainstorm and group, Outlining, Web and brainstorm, Brainstorm, Turn to a neighbor, and List four.

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<sup>11</sup> Ibid. p. 20

<sup>12</sup> Carol C. Kanar. *The Confident Writer (Fifth Edition)*. Boston: Houghton Mifflin Harcourt Publishing Company, 2009. p. 20

<sup>13</sup> Andrew P. Johnson. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. Lanham: Rowman and Littlefield Education. 2008. p. 185

- a. **Power write.** Here students write continuously for one to three minutes (a shorter duration for younger students, longer for older students). Power write is designed to get students to write quickly without thinking.<sup>14</sup>
- b. **Brainstorm and group.** With this prewriting skill, students start with a writing topic, then simply list as many related as they can.
- c. **Outlining.** Start with the writing topic, and then look for two to four main ideas related to the topic.
- d. **Web and brainstorm.** Web and brainstorm provides the same type of structure as an outline; however, the process is more spatial and more visually stimulating for some students. Here students start with a writing topic as central bubble, then look for two to four related ideas for nodes.
- e. **Brainstorm.** The goal in brainstorming is quantity of ideas. Students do not naturally know how to brainstorm; thus, teacher must teach and demonstrate the process.
- f. **Turn to a neighbor.** Things do not have to be complicated to be effective. Explaining our initial ideas or listening to the ideas of others is a simple, effective prewriting strategy.
- g. **List four.** It is the last prewriting strategy. Here students start with an idea or writing topic. They must quickly list four words

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<sup>14</sup> Ibid

or ideas associated with their writing topic on top of their page before writing.<sup>15</sup>

## 2. Drafting

While drafting a traditional writing assignment, students transform their ideas from prewriting into paragraph form. Garth Sundem M. M. and Kristi Pikiewicz say that the main idea in drafting is to write, write, and write. Encourage students to get their ideas on paper, without worrying about spelling and grammar—that comes later.<sup>16</sup>

## 3. Revising

In this stage, students revise the content of their pieces to see new ideas need to be added, if unnecessary details need to be removed, or to move ideas around for better organization. Vaca, Vaca and Gove cited in Caroline T. Linse told that revising occurs when a writer looks for feedback from a teacher or another student.<sup>17</sup>

Students should first revise their work and then use input from peers, parents or teachers. Besides, students may revise directly on their drafts (without recopying a new draft). In this stage giving feedback from the reviser is also useful. The comments should focus on content and not grammatical or spelling errors. Students need to

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<sup>15</sup> Ibid. p. 192

<sup>16</sup> Garth Sundem M. M. and Kristi Pikiewicz. *Writing in the Content Areas*. New York: Teacher Created Resources, 2006. p. 20

<sup>17</sup> Op.cit. Caroline T. Linse. p. 107

know what ideas or organization they should keep, as well as what they should change.

#### 4. Editing

Before finishing the writing, we have to edit it as well as possible. Briefly, Toby Fulwiler said that editing is used when we want to see that everything works, from the clarity of ideas to the logic of the paragraphs, the vitality of sentences, the precision of words, and the correctness and accuracy of everything, from facts and references to spelling and punctuation.<sup>18</sup> The mistakes are the important one that should be considered in editing. Robert Jeffcoate said that seven types of incorrectness, they are:<sup>19</sup>

- a. Careless slips, confusions and omissions.
- b. Spelling mistakes.
- c. Punctuation mistakes.
- d. Grammatical incorrectness.
- e. Formed sentences.
- f. Grammatical inappropriateness.
- g. Semantic or lexical incorrectness.

#### 5. Publishing

This is where students' writing is shared with an audience. Publishing refers to any situation where students get eyeballs or ears

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<sup>18</sup> Toby Fulwiler. *College Writing: A Personal Approach to Academic Writing*. Portsmouth: Boynton/Cook Publishers, 2002. p. 21

<sup>19</sup> Jeffcoate Robert. *Starting English Teaching*. New York: Routledge, 2003. p. 147

on their writing.<sup>20</sup> Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.

All of the stages above are very important to be considered in making a good writing. Each of them should be balanced when we are writing. It means the stages of writing should be used chronically that is started from prewriting until publishing. We planning to do what will be written and write what we have know. When we write, we translate our thoughts about a given topic into our own language. After that, revise the content of writing pieces to see new ideas need to be added, if unnecessary details need to be removed, or to move ideas around for better organization. Then, editing is also needed before publish our writing.

### **3. Writing Ability**

According to Troyka states that writing is a way of communicating a message to a reader for a purpose.<sup>21</sup> The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work. The term of ability is defined as skill or power.<sup>22</sup> Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

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<sup>20</sup> Op.cit. Andrew P. Johnson. p. 199

<sup>21</sup> ADMIN. *Teaching English: Definition of Writing Ability*. 2010. p.1. Retrieved on February 26, 2012. From: <http://teachingenglishonline.net/definition-of-writing-ability/>

<sup>22</sup> Ibid

As one of the fourth skills, writing for students is very crucial. Their ability in writing has different levels. Each of the students has to know the ways in learning writing. It means that students have to know what writing is, the process of writing, and many things about it. Learning to write in writing is very important for students. Judie Haynes and Debbie Zacarian stated that learning to write in English is a developmental process that involves being able to:<sup>23</sup>

- a. Communicate meaningfully through writing,
- b. Write for a range of purposes,
- c. Use culturally appropriate terms, and
- d. Use correct form and grammar.

Besides, there are two categories of writing ability. They are:

### 1) **Micro skills of writing**

The micro skills of writing apply more appropriately to imitative and intensive types of writing task,<sup>24</sup> they are:

- a. Imitative.** It is related to the mastery of learners in mechanics of writing. This category includes the ability to spell correctly and to perceive phoneme-grapheme.
- b. Intensive (controlled).** It is related to skills in producing appropriate vocabulary within a context, collocations and

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<sup>23</sup> Judie Haynes and Debbie Zacarian. *Teaching English language Learners Across the Content Area*. Alexandria: ASCD. 2010. p. 89-90

<sup>24</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. New York: Longman, 2004. p. 220

idioms, and correct grammatical features up to the length of a sentence.

The brief explanation of micro writing skills is as follows:

**Micro skills<sup>25</sup>**

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e. Express a particular meaning in different grammatical forms.

## 2) Macro skills of writing

While, the macro skills of writing itself is essential for the successful mastery of responsive and extensive writing (composition or essay). In other hand, in writing text They are:

- a. Responsive.** Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs

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<sup>25</sup> H. Douglas Brown. *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*. New York: Pearson Education, 2007. p. 399

- b. Extensive.** Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

The brief explanation of micro writing skills is as follows:

**Macro skills**

- a. Use cohesive devices in written discourse.
- b. Use the rhetorical forms and conventions of written discourse.
- c. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- d. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings when writing.
- f. Correctly convey culturally specific references in the context of the written text.
- g. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.



#### 4. The Factors Influence Writing Ability

##### 1) Fear factors of writing

According to Burckardt,<sup>26</sup> there are kinds of factors that make someone afraid of writing:

- a. Have poor graphomotor skills
- b. Poor expressive skills
- c. Cannot seem to organize their thought
- d. They are afraid to spell word correctly
- e. Have trouble with syntax
- f. Trouble retrieving vocabulary word

Based on the factors above, it is clear that the fear factors of writing give influence toward ability in writing especially in writing text.

##### 2. Reading

Reading is also one of the ways to improve students' writing. By reading many books will provide the knowledge of students in writing. According to Hirai, et al,<sup>27</sup> emphasizes the importance of wide reading in improving writing. Natural exposure to language through reading enhances our ability to communicate our ideas into word in meaningful form. Considering the statement above, reading becomes one of media for the writers to gain information that they will deliver it to the essay or

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<sup>26</sup> Foley Gezane Burckardt. 2007. *Why People become Afraid to Write?*, p.1 Retrieved on February 3, 2011 [Http://www.whypeoplebecomeafraidtowrite?.pdf](http://www.whypeoplebecomeafraidtowrite?.pdf)

<sup>27</sup> Debra L. Cook Hirai, et al. *Academic Language/Literacy Strategies for Adolescents A "How To" Manual for Educators*. New York: Routledge, 2010. p. 100-102

text. So that, the more they read, the more experience they obtain to write essay or text.

### 3. Writing environment

Another factor that can influence the ability in writing text is writing environment. According to Pinto,<sup>28</sup> when the students are in literacy environment in which people are accustomed to writing and writing becomes daily activities such classroom settings, courses, workshops, etc, the students will be often to write.

### 4. Teaching technique/strategy

Typically, writing taught based on a prescribed textbook in primary schools. Most of teachers simply stick to the text book and adopt a very traditional method. A typical composition lesson goes as follows: the teacher teaches the students a sample of writing in the unit which usually consists of several sentences describing a person or an object. Then, with the help of some guiding questions, the teacher asks students to do parallel writing which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text. Finally, students copy the answers to the guiding questions in their exercise books and submit their composition.<sup>29</sup>

Besides, the teachers also use various strategy or wonderful strategy in learning process, but in general writing lessons are uninspired

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<sup>28</sup> Maria da Graca L.C. Pinto. "Looking at Reading and Writing through Language". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. Boston: Kluwer Academic Publishers, 2005. p. 31-35

<sup>29</sup> Anita Poon. 2007. *Typical Composition Lesson in Hongkong*. Vol 307. Retrieved on February 3, 2011. From: [Http://www.Don'tlearnEnglishintheChineseWay.pdf](http://www.Don'tlearnEnglishintheChineseWay.pdf)

and not stimulating. Because of that, students are not interested in writing. Therefore, their ability cannot be improved as what the teachers and others desired.

Based on the explanation above, the students' ability in writing can be improved if the teacher can inspire the students in teaching writing. In other words, the techniques or strategy used by the teacher takes important role in developing students' ability in writing.

## 5. Teaching Writing

Basically, teaching is a process of transferring the knowledge from one person to others. It is not easy like we imagine how to teach it and neither is how to teach writing. It needs a process to make students understand what the teacher teaches. Writing is one of the components in curriculum of language teaching that must be taught by teachers. It is very crucial for students as one of the language skills. According to Jeremy Harmer, there are several reasons for teaching writing to students as follows:<sup>30</sup>

1. *Reinforcement*: some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down.
2. *Language development*: we cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go long.

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<sup>30</sup> Jeremy Harmer. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Longman, 1998. p. 79

3. *Learning style*: some students are fantastically quick at picking up language just by looking and listening.
4. *Writing as a skill*: by far the most important reason for teaching writing, of course, is that is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to replay to advertisements – and increasingly, how to write using electronic media.

Teaching writing is not like other skills. It requires students to write a sentence, paragraph, or text directly in order to know how far their ability in writing. That is the cause learning to write is more difficult than learning to read. Besides that, the teacher has to know how to teach writing in the classroom. In addition, there are three roles of teacher in teaching writing:<sup>31</sup>

- a. Motivator

One of the teacher's principle roles in writing tasks will be motivating the students, creating the rights conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

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<sup>31</sup> Jeremy Harmer. *The Practice of English Language Teaching*. Cambridge: Longman. p. 261-262

b. Resource

Especially during more extended writing task, teacher should be ready to supply information and language where necessary. Teacher needs to tell students that it progresses, offering advice and suggestions in a constructive and tactful way.

c. Feedback provided

Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

Beside the roles of the teachers above, there are several principles of teaching writing.<sup>32</sup>

1. Understand your students' reason for writing.

It means that teacher has to know the goals of students in their writing.

2. Provide many opportunities for students to write.

Here, the teacher should give students more much time to write and practice, because writing always improves with practice. The more their practices they do the better writing they have. Practicing writing should provide students with different kinds of writing as well. It means that the teacher does not only ask students to write one types

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<sup>32</sup> David Nunan. *Practical English Language Teaching*. New York: McGraw-Hill Companies, 2003. p. 92-94

of writing but also ask many kinds of writing itself such as description, narration/narrative, analytical exposition, hortatory, anecdote, and others.

3. Make feedback helpful and meaningful.

The teacher has to give feedback/comments for students' writing.

The teacher has to make sure students understand the vocabulary or symbols that are used in giving comments.

4. Clarify for yourself, and for your students, how their writing will be evaluated.

Finally, to know the students' ability in narrative text will be measured by using writing assessment used by the English teacher of MAN Kampar

### ASSESSMENT ASPECTS OF WRITING NARRATIVE TEXT

Name: \_\_\_\_\_ Class: \_\_\_\_\_

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization				
	a. Orientation				
3	b. Complication				
	c. Resolution				
4	Vocabulary				
5	Grammatical features				
	a. Action verbs				
	b. Temporal conjunctions				
	c. Past tense				
6	Spelling and Punctuation				
Total					
Maximum Score		20			

Explanation of score

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

In the conclusion, teaching writing is very important for students. It is one of the requirements of English language teaching in the schools. It is suitable with the standard competence of English language for second grade of senior high school have stated that students are able to communicate oral and written language in text of descriptive, narrative, anecdote, analytical exposition, and hortatory exposition. It means the teacher has to teach students how to write and the kinds of the text that should be learned. Besides, the teacher also knows the roles and principles in teaching writing.

## 6. The Concept of Narrative Text

According to Th. M. Sudarwati and Eudia Grace, narrative deal with problematic events which lead to a crisis or turning point of some kind (climax), which in turn finds a resolution.<sup>33</sup> It is included legends, plays, science fiction, myths, cartoons, adventure stories, etc. moreover, Otono says that narrative text is kind of story, narrative or legend text that has purposes to amuse the reader which is indicated by showing a problem

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<sup>33</sup> Th. M. Sudarwati and Eudia Grace. *Look Ahead Book : An English Course for Senior High School Students Year XI*. Jakarta: Erlangga, 2005. p. 64

and the way to response the problem and response commonly is a solution.<sup>34</sup>

The narrative contents can be a nonsense story or the fact story. Narrative can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc. therefore, narrative is popular among science, academic community and educated people. We can use narrative text to entertain the reader or listener.

The social purposes of narrative are to amuse or to entertain, to deal with actual vicarious experience in different ways. While, Kalayo Hasibuan and M. Fauzan Ansyari say that the purposes of narrative are to entertain, create, stimulate emotions, motivate, guide, and teach.<sup>35</sup> The language features of narrative are; focus on specific and individualized participants, use of material process (action verb), use some of behavioral and verbal processes, use of relational process and mental process, use of past tenses, and use of temporal conjunctions and temporal circumstances.

Furthermore, the generic structure of narrative usually has three main parts. They are called as orientation, complication and resolution.

1. **Orientation:** introducing the characters of the story, the time and the place of the story happened (who/what, when and where)
2. **Complication:** a series of events in which the main character attempts to solve the problem.

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<sup>34</sup> Otong Setiawan Djuhari. *Mengerti Bahasa Inggris untuk SMA*. Bandung: Yrama Media, 2007. p. 436

<sup>35</sup> Kalayo Hasibuan and Fauzan Ansyari. *Teaching English as A Foreign Language*. Pekanbaru: Alaf Riau, 2007. p. 436



3. **Resolution:** the ending of the story containing the problem solution.

## 7. The Concept of journalists Question Strategy

Journalists question is one of the strategies that can improve students' writing. It is also one of the parts of prewriting strategies. Vicki Urquhart and Monette McIver state that journalists question is the questions that are referred to as the five Ws and one H (Who? What? Where? When? Why? or How?). These questions have not lost their value in classroom instruction, regardless of the content area. Students can also use these questions to explore the topic they are writing about for an assignment. The students answer these questions focuses their attention on the specifics of a given topic.<sup>36</sup> By using this strategy, the students can organize their writing.

A skilled journalist can write a lead the answers all six of those questions, and then write the reminder of the news story simply by unpacking, or describing point by point, the details about each of those six points. It is not only for writing but also is useful device for comprehending clearly what students read. Robert Weber says that just as the journalists questions can be used systematically to take an inventory of what a writer does to achieve a purpose, so we use them when we are planning to write.<sup>37</sup>

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<sup>36</sup> Vicki Urquhart & Monette McIver. *Teaching Writing in the Content Areas [Electronic Book]*. Alexandria, VA: ASCD/McRel. 2005. p. 82

<sup>37</sup> Robert Weber. *Using the Five Traditional Canons of Rhetoric (pdf)*. The New Yorker Collection, 1992. p. 38

Although the journalists question strategy use 5 Ws and an H questions but not all of the questions need to be answered for example; some of the questions might be irrelevant to the topic. Such as the certainly topic that focuses on weather trends of the past 10 years, the Who element will probably not be particularly important.

By using these questions, it will help students to generate ideas in writing. Besides, answering these questions about our topic will help us to generate details and give us a context for writing about the topic you have selected.<sup>38</sup> Here, the questions are related to the topic. Furthermore, June Preszler states that called the Journalists Questions or the 5 Ws and an H, these simple questions help writers identify important information about a topic. Only after the questions have been answered, can writers organize their news stories—or in the case of your students—their summaries.<sup>39</sup>

Dealing with the explanation above, Michelle Gatz says that Journalists question is a great strategy because it is already has the questions prepared. This strategy is designed to help students to generate and focus on specific ideas while writing. The students should be informed that they do not have to fully answer every question. In answering the questions, it will help the students to discover information and focus the students thinking on their topic.<sup>40</sup> After the students have answered the

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<sup>38</sup> Largo. *Chapter 2: The Writing Process*. Retrieved on April 26<sup>th</sup> 2011 from <http://www.umuc.edu/ewc/onlineguide/chapter2/chapter2-06.shtml>. p. 2

<sup>39</sup> June Preszler. *On Target: Bringing Writing into Content Area Classrooms Grades 4-12*, 2006. Alexandria: ESA 6&7. p. 17

<sup>40</sup> Michelle Gatz. *Teaching of Writing: Pre-writing Strategies*. Retrieved on June, 15<sup>th</sup> 2011 from <http://lilt.ilstu.edu/rlbroad/teaching/studentpubs/writewhere/gatz.pdf>. p. 5

questions, they should begin to select and organize the information that they would like to use in their paper.

The journalists questions strategy is useful for all types of learners. The questions are general but aid in the thinking process. It allows the student to pre-plan their ideas, and help the heuristic process of completing a first rough draft. There is a description of several questions that is used:

Who?	Who are the primary or most important characters? Who are the secondary characters? who participated? Who is affected?
What?	What is the topic of the lesson? What is its significance? What is the problem? What are the issues? What happened?
Where?	Where did the event occur? Where is the setting? Where is the source of the problem?
When?	When did the event occur? When did the problem begin? When is it most important?
Why?	Why did the event, issue, or problem occur? Why did it develop the way it did?
How?	How is the lesson, problem, or issue important? How can the problem be resolved? How does it affect the participants or characters identified in the Who question?

Besides, this strategy is also uses the GIST template or guidelines to make a writing summaries. The format of GIST template as follows:

<b>Name</b> _____		
<b>Article Title</b> _____		
<b>Article Source</b> _____		
<b>1. Read the article.</b>		
<b>2. Fill out the 5Ws and H.</b>		
Who :		
What :		
Where :		
When :		
Why :		
How :		
<b>3. Write a 20-word GIST</b>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

In other hands, journalists question strategy is a strategy that can help students to plan what will be writing before writing. Journalists question is 5 Ws and an H and these questions is one of the ways to generate ideas in writing. By using answering these questions the students have not lost from the topic given by teacher. Besides, this strategy can also discover information and focus the students thinking on their topic.

## 8. The Advantages of Journalists Question Strategy

There are several advantages of using journalists question strategy, they are:<sup>41</sup>

1. Asking questions can help transform a topic into a thesis by directing students to state an opinion or take a position.
2. Journalists question is one of the ways to generate ideas in writing.
3. Journalists question is not only useful for writing, what information what students' need and exploring ideas but also can guide students' to conduct a research.
4. Asking questions can help identify ideas and focus assignments such as narration and description.
5. This strategy is designed to help students to generate and focus on specific ideas while writing.

## 9. Teaching Writing by Using Journalists Question Strategy

The stages used in using journalists question strategy are:<sup>42</sup>

- 1) The teacher teaches students using 5 Ws and an H questions they; who, what, where, when, why, and how.
- 2) The teacher divides students into pairs or groups and they apply the questions to group readings based on the given topic by the teacher in the article or book.

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<sup>41</sup> Anne Morrow Lindbergh . *Chapter 5: Prewriting Strategies Getting Started*. Retrieved on June, 15<sup>th</sup> 2011 from :[www. Prewriting strategy pdf](http://www.Prewritingstrategy.pdf). p. 66-67

<sup>42</sup> June Preszler. *On Target: Bringing Writing into Content Area Classrooms Grades 4-12*, 2006. Alexandria: ESA 6&7. p. 17

- 3) The teacher tells students that not all the questions will be answered in the text.
- 4) The teacher asks students to review the answers and findings.
- 5) The teacher asks students to read the article and identify the 5 Ws and an H on the GIST template.
- 6) The teacher asks students to write 20- words summaries based on the GIST template.

## **B. Relevance of the Research**

This research has relevance with other research, a research from Bambang Dananto.<sup>43</sup> He conducted a research which entitled “Improving the Students’ Writing Skill in News Item Text Using the Journalist Question Technique (An action research in class X-2 of SMA Negeri 1 Bojonegoro)”. He tried to investigate the effect of the journalists question technique applied in writing class of the tenth grade students of SMA Negeri 1 Bojonegoro. The type of his research was a classroom action research which consisted of 32 students of class X-2 in the academic year of 2009-2010 who most of them identified having problems with writing text were involved. The result of his study showed that the journalists question technique can improve the students writing ability and also journalists question technique produced more live classroom atmosphere, increased the students’ participation, reduced teacher’s domination, providing more chances for students to write, increasing teacher’s innovation and understanding the students’ potential.

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<sup>43</sup> Bambang Dananto. *Improving the Students’ Writing Skill in News Item Text Using the Journalist Questions technique (An action research in class X-2 of SMA Negeri 1 Bojonegoro)*. Retrieved on March, 25<sup>th</sup> 2011. From: <http://pasca.uns.ac.id/?p=995>. p. 1

In 2011, Melgis Dilkawaty Pratama<sup>44</sup> conducted a research entitled “The Effect of Using Dictoglass Technique toward Ability in Writing Text at the Second Year Students of SMAN 4 Pekanbaru”. Narrative genre became the target text in the research. The research design of the research was pre-experimental design, which used pretest-posttest design. In her research finding  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant effect of using dictoglass technique toward ability in writing essay text at the second year students of SMAN 4 Pekanbaru. It is different from this research. In this research, the writer used journalists question strategy to know the significant difference on students writing ability in narrative text.

### **C. Operational Concept**

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is the effect of using journalists question strategy. Variable Y is the students' ability in writing narrative text.

#### **1. The indicators of variable X (Journalists Question Strategy):<sup>45</sup>**

- 1) The teacher teaches students using 5 Ws and an H questions.
- 2) The teacher divides students into pairs or groups and they apply the questions to group readings based on the given topic by the teacher in the article or book.

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<sup>44</sup> Melgis Dilkawaty Pratama. *The Effect of Using Dictoglass Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru*. Pekanbaru: Unpublished, 2011. p. 1

<sup>45</sup> Op.cit. June Prezler. p. 17

- 3) The teacher tells students that not all the questions will be answered in the text.
- 4) The teacher asks students to review the answers and findings.
- 5) The teacher asks students to read the article and identify the 5 Ws and an H on the GIST template.
- 6) The teacher asks students to write 20- words summaries based on the GIST template.

**2. The indicators of variable Y (Writing Ability):<sup>46</sup>**

- 1) Students are able to write the orientation of narrative text clearly.
- 2) Students are able to write the complication of narrative text clearly.
- 3) Students are able to write the resolution of narrative text clearly.
- 4) Students are able to use simple past tense correctly.
- 5) Students are able to use action verbs (material process) correctly.
- 6) Students are able to use spelling and punctuation correctly.

**D. Assumption and Hypotheses**

**1. Assumption**

Narrative text has been learned by the second year students at the first semester. It is assumed that the second semester of the second year students of state Islamic senior high school Kampar have various ability. Different strategy might make different achievement.

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<sup>46</sup> Op.cit. Th. M. Sudarwati and Eudia Grace. p. 64



## **2. Hypotheses**

- 1) Ho: There is no significant difference of students' writing ability between those students who taught by using journalists question strategy at the second year students of MAN Kampar and those who do not.
- 2) Ha: There is a significant difference of students' writing ability between those students who taught by using journalists question strategy at the second year students of MAN Kampar and those who do not.

## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

The type of this research was experimental research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>1</sup> In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.<sup>2</sup> This research used quasi-experimental research by using nonequivalent control group design. It was an appropriate one to this research in order to know the significant difference of using journalists question strategy toward students' writing ability in narrative text at MAN Kampar.

John Creswell stated that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly.<sup>3</sup> Furthermore, Gay and Peter Airasian stated that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.<sup>4</sup>

In conducting this research, the researcher took two classes; one was as an experimental group taught by journalists question strategy and one other was as a control group taught by conventional way. In the experimental group, the researcher gave students pre-test at the beginning of the teaching learning in to

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<sup>1</sup> Jhon. W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education. 2008. p. 229

<sup>2</sup> L. R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice- Hall. 2000. p. 15

<sup>3</sup> Op.cit. John W. Creswell. p. 313

<sup>4</sup> Op.cit. L.R. Gay and Peter Airasian. p. 394

identify students' writing ability. Then, there was a treatment at the middle. And the last, there was a posttest at the end of the teaching learning processes in order to determine the effect of using journalists question strategy toward students' writing ability. According to Creswell, the design of this research can be illustrated as follows:<sup>5</sup>

**Table III.1**  
**The Research Design**

1.	<b>Control Class</b>	Sample	Pre-test	No treatment	Post-test
2.	<b>Experimental Class</b>	Sample	Pre-test	Experimental treatment	Post-test

#### **B. The Location and the Time of the Research**

The research was conducted at the second semester of the second year students of MAN Kampar that is located in Tg. Rambutan village, Kampar in 2011-2012 of academic year. The research was done in April-May.

#### **C. The Subject and the Object of the Research**

The subject of this research was the second year students of MAN Kampar. The object of the research was the effect of using journalists' question strategy toward students' writing ability in narrative text.

#### **D. The Population and the Sample of the Research**

The population of this research was the second year students of MAN Kampar in 2011-2012 academic years. It had 4 classes which consisted of 2

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<sup>5</sup> Op.cit. Jhon W. Creswell. p. 314

classes for science department and 2 classes for social department. The total number of the second year students at MAN Kampar is 95 students.

**Table III.2**  
**The Total Population of the Second Year Students at MAN Kampar**  
**2011-2012**

No.	Class/ Major	Number of students
1.	XI IPA 1	24
2.	XI IPA 2	24
3.	XI IPS 1	23
4.	XI IPS 2	24
<b>Total</b>		<b>95</b>

Based on the design of the research above, the researcher took only two classes as the sample of this research. The class was XI IPA 1 and XI IPA 2 by using cluster sampling. The researcher took two of this class is because the students' ability in writing was homogenous. They were same study cases; same had low ability in writing achievement and same level by asking the teacher in State Islamic Senior High School (MAN) Kampar.

#### **E. The Technique of Collecting Data**

In this research, the writer used writing test as the technique of collecting data. The students were tested by asking them to write a narrative text. The test was given before and after the writer, as the researcher, taught the students using journalists question strategy to the experimental group and without using journalists question strategy to the control group. It was called pre-test and post-test.

The pre-test was done in order to identify students' ability in writing before being taught by journalists question strategy and the post-test was done in order to know the significant difference of using journalists question strategy toward students' writing ability in narrative text. To get data about students writing ability, the writer used writing assessment of MAN Kampar.

## F. The Technique of Data Analysis

### 1. T-test Formula

In analyzing the data, the researcher used scores of post test of experimental and control groups. These scores were analyzed statistically. The different mean was analyzed by using t-test formula as follows:<sup>6</sup>

#### T-test formula

$$t_{o} = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

t- obs : t-test

Mx : The means of post test/ post-observation Experimental group

My : The means of post test/ post-observation control group

SDx : Standard deviation of experimental group

SDy : Standard deviation of control group

N : Number of students

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<sup>6</sup> Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar. 2008. p. 208

The t-table was employed to see whether there is a significant difference between the mean score of both experiment and control groups. The t-obtain value was consulted with the value of t –table at degree of freedom (df) = ( N1+N2 )-2 statically hypothesis

$$H_a = t_o > t - \text{table}$$

$$H_o = t_o < t - \text{table}$$

$H_a$  is accepted if  $t_o > t - \text{table}$  or there is difference of using journalists question strategy toward students' writing ability in narrative text

$H_o$  is accepted if  $t_o < t - \text{table}$  or there is no difference of journalists question strategy toward students' writing ability in narrative text

## 2. The Validity and Reliability of the Test

To know the validity of the test, the writer used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.<sup>7</sup> It means the test had fulfilled the validity of the content. In other word, the materials of the test have been taught at the second year of MAN Kampar. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience.

Moreover, the materials were taken from the book guide for the students and other related resources. Here the writer as the researcher prepared some topics based on the topics discussed at the time. The topic

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<sup>7</sup> Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif Edisi Pertama*. Yogyakarta: Graha Ilmu. 2006. p. 23

would be chosen freely by students and they wrote a narrative text based on topic chosen.

The test to measure the students' writing ability also had to have validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.<sup>8</sup> It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know the reliability of the writing test, the researcher used inters rater reliability. The researcher has two raters in order to score the students' writing ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both (more) judges.

Statistically the hypotheses are:

$$H_0 : r_o < r_t$$

$$H_a : r_o \geq r_t$$

$H_0$  was accepted if  $r_o < r_t$  or there was no significant correlation between score from rater 1 and rater 2.

$H_a$  was accepted if  $r_o \geq r_t$  or there was a significant correlation between score from rater 1 and rater 2.

The researcher used SPSS.17.0 Version to see the score correlation between the raters. Then the scores of the rater 1 correlated with the scores

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<sup>8</sup> L. R. Gay, *op.cit.*, p. 169

of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using Pearson product moment correlation formula through SPSS 17.0 Version:

**Table IV.3**  
**Correlations**

		rater1	rater2
rater1	Pearson Correlation	1	.647**
	Sig. (2-tailed)		.001
	N	24	24
rater2	Pearson Correlation	.647**	1
	Sig. (2-tailed)	.001	
	N	24	24

\*\*. Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 0.647 will be correlate to r table, df=46. Because df=46 was not found from the r table, so the researcher looked df=45 that is near from df=46 to be correlated either at level 5% or 1%. At level 5% r table is 0.288, while at level 1% r table is 0.372. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the researcher concluded that there is a significance correlation between score of rater 1 and score of rater 2. In the other words, the writing test is reliable. The reliability of writing test is very high.

R calculation	R table (df=45)
0.647	0.288 (5%), 0.372 (1%)



## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Description of the Data**

This chapter presents the results of this research, including the findings and its discussions. The data presentation of this study is the analysis of the pre-test and post-test. The pre-test and post-test were analysed by using SPSS 17.0 for windows. The aim of this research is to obtain the significant difference of improvement of the students' narrative text between those students who were taught by using journalists question strategy and those who were not.

The first data were the students' pre-test score. The second data were from the score of the improvement of the students' narrative text from pre-test to post-test for both experimental and control class. In giving test; pre-test and post-test, the students were asked to write a narrative text. It was the topic being taught at the time and evaluated by concerning five components of writing in that text: content, organization, vocabulary, language use (grammar), and spelling. Each component had its score started from the minimum score; 1 (incompetent), 2 (competent enough), 3 (competent), and 4 (very competent).

#### **B. The Data Presentation**

The data of this research was the writing test for testing students' ability in writing narrative text at the pre-test to post-test both control class and experimental class. The data were collected through the following procedures:

- a. The researcher asked the students either in experimental or control classes to write a narrative text.

- b. The writing was written in the blank sheet. Then, it was collected to evaluate the appropriate of content, organization, vocabulary, language use (grammar), and spelling.
- c. The students' writing results were evaluated by two raters.
- d. The researcher added the scores from both of the raters and divided it.

# **1. Students' Ability in Writing Narrative Text by Using Journalists Question Strategy**

The pre-test was conducted in order to measure the students' writing of narrative text before the treatments. The analysis of the pre-test was aimed to ensure that two groups employed in the research were equal. The analysis involved normally of distribution test in order to examine whether or not the scores of both experimental and control group are normally distributed; homogeneity of variance test to see whether or not the scores of experimental and control groups were normal and homogenous.

Post-test was conducted after giving treatments for experimental class for 8 meetings. The post-test was conducted in order to measure the students' narrative text after the treatments.

**Table IV.1**  
**Students' Writing in Narrative Text by Using Journalists Question**  
**Strategy of Pre-test and Post-test Score**

No	Students	Pre-test	Post-test
1	S1	50	72
2	S2	46	64
3	S3	44	60
4	S4	50	62
5	S5	52	74
6	S6	46	62
7	S7	52	74
8	S8	54	66
9	S9	46	66
10	S10	52	70
11	S11	48	72
12	S12	40	58
13	S13	50	66
14	S14	58	64
15	S15	46	60
16	S16	44	64
17	S17	38	42
18	S18	50	60
19	S19	44	58
20	S20	38	50
21	S21	40	62
22	S22	42	62
23	S23	40	50
24	S24	40	54
<b>Total</b>		<b>1110</b>	<b>1492</b>

From the table above, the researcher found that the total pre-test score of experimental class was 1110. The highest score of pre-test was 58 and the lowest was 38. While, the total post-test score was 1492 with highest score was 74 and the lowest score was 42. The distribution frequency of the students' pre-test and post-test score of experimental class as follows:

**Table IV.2****The Description of Frequency of Students' Pre-test Scores of Experimental Class**

		<b>Preexper</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38.00	2	8.3	8.3	8.3
	40.00	4	16.7	16.7	25.0
	42.00	1	4.2	4.2	29.2
	44.00	3	12.5	12.5	41.7
	46.00	4	16.7	16.7	58.3
	48.00	1	4.2	4.2	62.5
	50.00	4	16.7	16.7	79.2
	52.00	3	12.5	12.5	91.7
	54.00	1	4.2	4.2	95.8
	58.00	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based on the table above, it shows that there were 2 students got score 38 (8.3%), 4 students got score 40 (16.7%), 1 student got score 42 (4.2%), 3 students got 44 (12.5%), 4 students who 46 (16.7%), 1 student got score 48 (4.2%), 4 students got score 50 (16.7%), 3 students got score 52 (12.5%), 1 student got 54 (4.2%), and 1 student got score 58 (4.2%).

It can be seen that the total number of students was 24 students. The highest score was 58 and the lowest score was 38. The highest frequency was 4 at the score of 40, 46 and 50. While, the statistical description of this data is as the following table:

**Table IV.3****Statistics**

Preexper

N	Valid	24
	Missing	0
Mean		46.2500
Std. Error of Mean		1.11194
Median		46.0000
Mode		40.00 <sup>a</sup>
Std. Deviation		5.44738
Variance		29.674
Range		20.00
Minimum		38.00
Maximum		58.00
Sum		1110.00

Based on the table above, it could be seen that the total number of students was 24 students, the mean score was 46.25, the standard error of mean was 1.11, the median was 46, the mode was 40, the standard deviation was 5.44 and the variance of pre-test of experimental class was 29.674.

**Table IV.4**  
**The Description of Frequency of Students' Post-test Scores of Experimental Class**  
**Postexp**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.00	1	4.2	4.2	4.2
	50.00	2	8.3	8.3	12.5
	54.00	1	4.2	4.2	16.7
	58.00	2	8.3	8.3	25.0
	60.00	3	12.5	12.5	37.5
	62.00	4	16.7	16.7	54.2
	64.00	3	12.5	12.5	66.7
	66.00	3	12.5	12.5	79.2
	70.00	1	4.2	4.2	83.3
	72.00	2	8.3	8.3	91.7
	74.00	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based on the table above, it shows that there was 1 student got 42 (4.2%), 2 students got 50 (8.3%), 1 student got 54 (4.2%), 2 students got 58 (8.3%), 3 students got 60 (12.5%), 4 students got 62 (16.7%), 3 students got 64 (12.5%), 3 students got 66 (12.5%), 1 student got 70 (4.2%), 2 students got 72 (8.37%), and 2 students got 74 (8.3%).

Based on table above, it can be seen that the total number of students was 24 students. The highest score was 74 and the lowest score was 42. The highest frequency was 4 at the score of 62. While, the statistical of this data is as the following table:

**Table IV.5****Statistics**

Postexp		
N	Valid	24
	Missing	0
Mean		62.1667
Std. Error of Mean		1.59672
Median		62.0000
Mode		62.00
Std. Deviation		7.82230
Variance		61.188
Range		32.00
Minimum		42.00
Maximum		74.00
Sum		1492.00

Based on the table above, it could be seen that the total number of students was 24 students, the mean score was 62.16, the standard error of mean was 1.59, the median was 62, the mode was 62, the standard deviation was 7.82 and the variance of post-test of experimental class was 61.188.

## 2. Students' Ability in Writing Narrative Text without Journalists Question Strategy

**Table IV.6**  
**Students' Writing in Narrative Text without Using Journalists Question Strategy of Pre-test and Post-test Score**

No	Students	Pre-test	Post-test
1	S1	50	50
2	S2	44	46
3	S3	40	60
4	S4	44	42
5	S5	44	48
6	S6	52	54
7	S7	56	62
8	S8	44	56
9	S9	46	52
10	S10	48	58
11	S11	50	50
12	S12	42	54
13	S13	42	48
14	S14	42	66
15	S15	40	50
16	S16	60	52
17	S17	54	50
18	S18	40	56
19	S19	38	54
20	S20	52	50
21	S21	42	46
22	S22	36	40
23	S23	56	66
24	S24	52	56
<b>Total</b>		<b>1114</b>	<b>1266</b>

From the table above, the researcher found that the total pre-test score of control class was 1114. The highest score of pre-test was 60 and the lowest was 36. While, the total of score post-test was 1266 with the highest score was



66 and the lowest score was 40. The distribution frequency of the students' pre-test and post-test score of control class as follows

**Table IV.7**  
**The Description of Frequency of Students' Pre-test Scores of Control Class**

		Precont			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36.00	1	4.2	4.2	4.2
	38.00	1	4.2	4.2	8.3
	40.00	3	12.5	12.5	20.8
	42.00	4	16.7	16.7	37.5
	44.00	4	16.7	16.7	54.2
	46.00	1	4.2	4.2	58.3
	48.00	1	4.2	4.2	62.5
	50.00	2	8.3	8.3	70.8
	52.00	3	12.5	12.5	83.3
	54.00	1	4.2	4.2	87.5
	56.00	2	8.3	8.3	95.8
	60.00	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based on the table above, it shows that there were 1 student got score 36 (4.2%), 1 student got score 38 (4.2%), 3 students got score 40 (12.5%), 4 students got 42 (16.7%), 4 student got 44 (16.7%), 1 student got score 46 (4.2%), 1 student got score 48 (4.2%), 2 students got score 50 (8.3%), 3 students got 52 (12.5%), 1 student got score 54 (4.2%), 2 students got score 56 (8.3%), and 1 student got score 60 (4.2%).

It can be seen that the total number of students was 24 students. The highest score was 60 and the lowest score was 36. The highest frequency was 4 at the score of 42 and 44. While, the statistical description of this data is as the following table:

**Table IV.8**

**Statistics**

Precont		
N	Valid	24
	Missing	0
Mean		46.4167
Std. Error of Mean		1.31314
Median		44.0000
Mode		42.00 <sup>a</sup>
Std. Deviation		6.43304
Variance		41.384
Range		24.00
Minimum		36.00
Maximum		60.00
Sum		1114.00

Based on the table above, it could be seen that the total number of students was 24 students, the mean score was 46.41, the standard error of mean was 1.31, the median was 44, the mode was 42, the standard deviation was 6.43 and the variance of pre-test of control class was 41.384.

**Table IV.9**  
**The Description of Frequency of Students' Post-test Scores of Control Class**  
**Postcon**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	4.2	4.2	4.2
	42.00	1	4.2	4.2	8.3
	46.00	2	8.3	8.3	16.7
	48.00	2	8.3	8.3	25.0
	50.00	5	20.8	20.8	45.8
	52.00	2	8.3	8.3	54.2
	54.00	3	12.5	12.5	66.7
	56.00	3	12.5	12.5	79.2
	58.00	1	4.2	4.2	83.3
	60.00	1	4.2	4.2	87.5
	62.00	1	4.2	4.2	91.7
	66.00	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based on the table above, it can be seen that there were 1 student got 40 (4.2%), 1 student got 42 (4.2%), 2 students got 46 (8.3%), 2 students got 48 (8.3%), 5 students got 50 (20.8%), 2 students got 52 (8.3%), 3 students got 54 (12.5%), 3 students got 56 (12.5%), 1 student got 58 (4.2%), 1 student got 60 (4.2%), 1 student got 62 (4.2%), and 2 students got 66 (8.3%) .

Based on the table above, it can be seen that the total number of students was 24 students. The highest score was 66, and the lowest score was 40. The highest frequency was 5 at score of 50. While, the statistical of this data is as the following table:

**Table IV.10****Statistics**

Postcon

N	Valid	24
	Missing	0
Mean		52.7500
Std. Error of Mean		1.35032
Median		52.0000
Mode		50.00
Std. Deviation		6.61520
Variance		43.761
Range		26.00
Minimum		40.00
Maximum		66.00
Sum		1266.00

Based on the table above, it could be seen that the total number of students was 24 students, the mean score was 52.75, the standard error of mean was 1.35, the median was 52, the mode was 50, the standard deviation was 6.61 and the variance of post-test of control class was 43.761.

### 3. The Significance Difference of Using Journalists Question Strategy toward Ability in Writing Narrative Text

Mean pre-test score of the experimental class and control class were almost the same, but mean post-test score of both classes were not same. It can be seen from the table as follows:

**Table IV.11**  
**Students' Writing in Narrative Text between Experimental and Control Class**

No	Students	Experimental Class		Control Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Students 1	50	72	50	50
2	Students 2	46	64	44	46
3	Students 3	44	60	40	60
4	Students 4	50	62	44	42
5	Students 5	52	74	44	48
6	Students 6	46	62	52	54
7	Students 7	52	74	56	62
8	Students 8	54	66	44	56
9	Students 9	46	66	46	52
10	Students 10	52	70	48	58
11	Students 11	48	72	50	50
12	Students 12	40	58	42	54
13	Students 13	50	66	42	48
14	Students 14	58	64	42	66
15	Students 15	46	60	40	50
16	Students 16	44	64	60	52
17	Students 17	38	42	54	50
18	Students 18	50	60	40	56
19	Students 19	44	58	38	54
20	Students 20	38	50	52	50
21	Students 21	40	62	42	46
22	Students 22	42	62	36	40
23	Students 23	40	50	56	66
24	Students 24	40	54	52	56
<b>Total</b>		<b>1110</b>	<b>1492</b>	<b>1114</b>	<b>1266</b>

From the table above, the researcher found that the total pre-test score of experimental class was 1110. The highest score of pre-test was 58 and the lowest was 38. Then, the total post-test score was 1492 which highest score was 74 and the lowest score was 42. While the total pre-test score of control class was 1114. The highest score of pre-test was 60 and the lowest was 36. While, the total score post-test was 1266 with the highest score was 66 and the lowest score was 40.

Generally the statistical description of both experimental and control class data can be seen in the following table description:

**Table IV.12**  
**Statistical Description Both Pre and Post-test of Experimental and Control Class**

Statistics		Preexper	Precont	Postexper	Postcont
N	Valid	24	24	24	24
	Missing	0	0	0	0
Mean		46.2500	46.4167	62.1667	52.7500
Std. Error of Mean		1.11194	1.31314	1.59672	1.35032
Median		46.0000	44.0000	62.0000	52.0000
Mode		40.00 <sup>a</sup>	42.00 <sup>a</sup>	62.00	50.00
Std. Deviation		5.44738	6.43304	7.82230	6.61520
Variance		29.674	41.384	61.188	43.761
Range		20.00	24.00	32.00	26.00
Minimum		38.00	36.00	42.00	40.00
Maximum		58.00	60.00	74.00	66.00
Sum		1110.00	1114.00	1492.00	1266.00

Based on the statistical description table above, it shows the detail description of all the data. It can be seen the differences mean, std. error of

mean, median, mode, std. deviation and other data of both experimental and control classes.

### **C. The Data Analysis**

The data analysis presents the statistical result followed by the discussion about how students' ability in writing narrative text by using journalists question strategy is, how students' ability in writing narrative text without using journalists question strategy is, and the significant difference of using journalists question strategy toward ability in writing narrative text at the second year students of MAN Kampar. The researcher used independent sample t-test from SPSS 17.0 version to analyze the difference of using journalists question strategy toward writing ability in narrative text at the second year students at MAN Kampar.

### 1. Students' Ability in Writing Narrative Text by Using Journalists Question Strategy

The students' pre-test and post-test score at experimental class were obtained from the result of students' writing test which has been presented above can be analysed as follows:

**Table IV.13**

**The Result of Experimental Class on Pre-test and Post-test**

	Preexper	Postexper
N Valid	24	24
Missing	0	0
Mean	46.2500	62.1667
Std. Error of Mean	1.11194	1.59672
Median	46.0000	62.0000
Mode	40.00 <sup>a</sup>	62.00
Std. Deviation	5.44738	7.82230
Variance	29.674	61.188
Range	20.00	32.00
Minimum	38.00	42.00
Maximum	58.00	74.00
Sum	1110.00	1492.00

Based on the table above, it shows that mean pre-test score of experimental class was 46.25 and its standard deviation was 5.447. While, mean post-test score was 62.16 and its standard deviation was 7.822. There were improvement in experimental class.

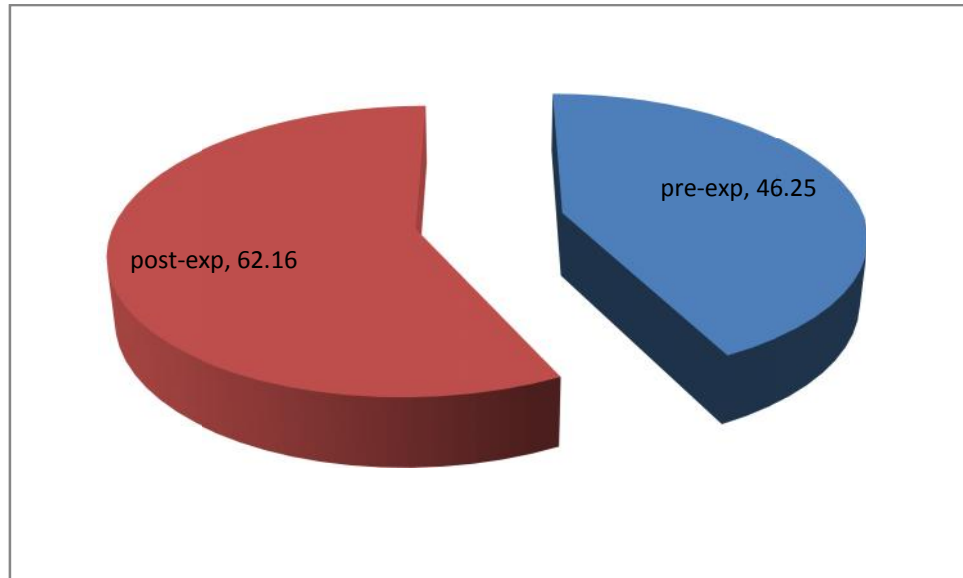


**Table IV.14**  
**The Students' Writing Score at Pre-test to Post-test at Experimental Class**

No	Students	Pre-test	Post-test	Gain	Persentage
1	S1	50	72	22	44%
2	S2	46	64	18	39.13%
3	S3	44	60	16	36.36%
4	S4	50	62	12	24%
5	S5	52	74	22	42.30%
6	S6	46	62	16	34.78%
7	S7	52	74	22	42.3%
8	S8	54	66	12	22.22%
9	S9	46	66	20	43.47%
10	S10	52	70	18	34.61%
11	S11	48	72	24	50%
12	S12	40	58	18	45%
13	S13	50	66	16	32%
14	S14	58	64	6	10.34%
15	S15	46	60	14	30.43%
16	S16	44	64	20	45.45%
17	S17	38	42	4	10.52%
18	S18	50	60	10	20%
19	S19	44	58	14	31.81%
20	S20	38	50	12	31.58%
21	S21	40	62	22	55%
22	S22	42	62	20	47.61%
23	S23	40	50	10	25%
24	S24	40	54	14	35%
<b>Mean</b>		<b>46,25</b>	<b>62.16</b>	<b>15.92</b>	<b>34.70%</b>

The table above describes about the differences between students' writing scores before and after giving treatment at experimental class. Before giving a treatment, the students' writing mean score was 46.25, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' writing ability improved to the 62.16. The improvement of each student was various, there was significantly

improved, but there was also not significantly improved. But generally, the improvement can be seen at mean score.



Reffering on the chart above, the students' writing score improved. It means that the students' ability in writing narrative text became better after using journalists question strategy. The students' writing score at the pre-test to post-test improved 34.70%.

**Table IV.15****The Classification of Students' Score of Post-test Experimental Class**

No.	Categories	Score	Frequency	Percentage
1.	Very good	80-100	-	0%
2.	Good	66-79	8	33.3%
3.	Enough	56-65	12	50%
4.	Less	40-55	4	16.7%
5.	Fail	30-39	-	0%
Total			24	100%

Based on the table above, it could be seen that the classification of the students' score; the category number 1 showed no frequency (0%), the category number 2 showed 8 frequencies (33.3%), the category number 3 showed 12 frequencies (50%), the category number 4 showed 4 frequencies (16.7) and the category number 5 showed no frequency (0%). The table above also showed that the highest percentage of experimental class was 50%. The mean score of experimental class was 62.16. Thus, the majority of the students in experimental class could be classified into **enough category**.

## 2. Students' Ability in Writing Narrative Text without Journalists Question Strategy

The data of students' pre-test and post-test scores at control class were obtained from the result of the students' writing test which has been presented above can be analysed as follows:

**Table IV.16**  
**The Result of Control Class on Pre-test and Post-test**

		Precont	Postcont
N	Valid	24	24
	Missing	0	0
Mean		46.4167	52.7500
Std. Error of Mean		1.31314	1.35032
Median		44.0000	52.0000
Mode		42.00 <sup>a</sup>	50.00
Std. Deviation		6.43304	6.61520
Variance		41.384	43.761
Range		24.00	26.00
Minimum		36.00	40.00
Maximum		60.00	66.00
Sum		1114.00	1266.00

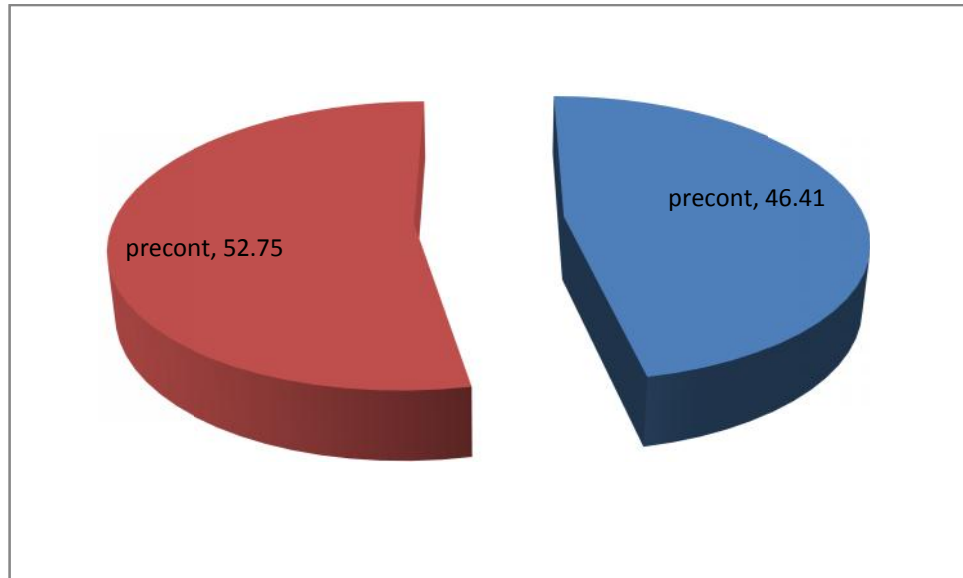
Based on the table above, it shows that mean pre-test score of control class was 46.41 and its standard deviation was 6.433. While, mean post-test score was 52.75 and its standard deviation was 6.615. There was also improvement in control class.

**Table IV.17**  
**The Students' Writing Score at Pre-test to Post-test at Control Class**

No	Students	Pre-test	Post-test	Gain	Percentage
1	S1	50	50	0	0%
2	S2	44	46	2	4.54%
3	S3	40	60	20	50%
4	S4	44	42	-2	-4.54%
5	S5	44	48	4	9.09%
6	S6	52	54	2	3.84%
7	S7	56	62	6	10.71%
8	S8	44	56	12	27.27%
9	S9	46	52	6	13.04%
10	S10	48	58	10	20.83%
11	S11	50	50	0	0%
12	S12	42	54	12	28.57%
13	S13	42	48	6	14.28%
14	S14	42	66	24	57.14%
15	S15	40	50	10	25%
16	S16	60	52	-8	-13.33%
17	S17	54	50	-4	-7.40%
18	S18	40	56	16	40%
19	S19	38	54	16	42.10%
20	S20	52	50	-2	-3.84%
21	S21	42	46	4	9.52%
22	S22	36	40	4	11.11%
23	S23	56	66	10	17.85%
24	S24	52	56	4	7.69%
<b>Mean</b>		<b>46.41</b>	<b>52.75</b>	<b>6.33</b>	<b>15.14%</b>

The table above describes about the differences between students' writing score at pre-test and post-test at control class. At the pre-test, the students' writing mean score was 46.41. While at the post-test, the mean score of students' writing ability improved to the 52.75. The improvement of each student was various, there was significantly improved, but there was

not significantly improved. But generally, the improvement can be seen at mean score.



Reffering on the chart above, the students' writing score improved. The students' writing score at the pre-test to post-test improved 15.14%. It means that the students without using journalists question strategy had low improvement.

**Table IV.18****The Classification of Students' Score of Post-test Control Class**

No.	Categories	Score	Frequency	Percentage
1.	Very good	80-100	-	0%
2.	Good	66-79	2	8.3%
3.	Enough	56-65	6	25%
4.	Less	40-55	16	66.7%
5.	Fail	30-39	-	0%
Total			24	100%

Based on the table above, it could be seen that the classifications of the students' score; the category number 1 showed no frequency (0%), the category number 2 showed 2 frequencies (8.3%), the category number 3 showed 6 frequencies (25%), the category number 4 showed 16 frequencies (66.7%) and the category number 5 showed no frequency (0%). The table above also showed that the highest percentage of control class was 66.7%. The mean score of experimental class was 52.75. Thus, the majority of the students in experimental class could be classified into **less category**.

### 3. The Significant Difference of Using Journalists Question Strategy toward Ability in Writing Narrative Text

**Table IV.19**  
**The Students' Writing from Pre-test to Post-test at Experimental and  
Control Class**

No	Students	Experimental Class		Gain Score	Percentage	Control Class		Gain Score	Percentage
		Pre-Test	Post-Test			Pre-Test	Post-Test		
1	Students 1	50	72	22	44%	50	50	0	0%
2	Students 2	46	64	18	39.13%	44	46	2	4.54%
3	Students 3	44	60	16	36.36%	40	60	20	50%
4	Students 4	50	62	12	24%	44	42	-2	-4.54%
5	Students 5	52	74	22	42.30%	44	48	4	9.09%
6	Students 6	46	62	16	34.78%	52	54	2	3.84%
7	Students 7	52	74	22	42.3%	56	62	6	10.71%
8	Students 8	54	66	12	22.22%	44	56	12	27.27%
9	Students 9	46	66	20	43.47%	46	52	6	13.04%
10	Students 10	52	70	18	34.61%	48	58	10	20.83%
11	Students 11	48	72	24	50%	50	50	0	0%
12	Students 12	40	58	18	45%	42	54	12	28.57%
13	Students 13	50	66	16	32%	42	48	6	14.28%
14	Students 14	58	64	6	10.34%	42	66	24	57.14%
15	Students 15	46	60	14	30.43%	40	50	10	25%
16	Students 16	44	64	20	45.45%	60	52	-8	-13.33%
17	Students 17	38	42	4	10.52%	54	50	-4	-7.40%
18	Students 18	50	60	10	20%	40	56	16	40%
19	Students 19	44	58	14	31.81%	38	54	16	42.10%
20	Students 20	38	50	12	31.58%	52	50	-2	-3.84%
21	Students 21	40	62	22	55%	42	46	4	9.52%
22	Students 22	42	62	20	47.61%	36	40	4	11.11%
23	Students 23	40	50	10	25%	56	66	10	17.85%
24	Students 24	40	54	14	35%	52	56	4	7.69%
<b>Mean</b>		<b>46,25</b>	<b>62.16</b>	<b>15.92</b>	<b>34.70%</b>	<b>46.41</b>	<b>52.75</b>	<b>6.33</b>	<b>15.14%</b>



The table above describes about the comparison between students' writing score of experimental and control class after giving treatment. The mean of score of experimental class is 62.16 while the mean score of control class is 52.75. Both of the classes have their improvement from pre-test score, but the improvement is different; the score of students' writing at experimental class is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment. The score of experimental class was better than control class.

Besides, the table above shows that the difference of mean score improvement at the experimental class was 15.92 by percentage 34.70% while at control class was 6.33 by percentage 15.14%. Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of journalists question strategy on students' writing is higher than control class. It means that the journalists question strategy is one of the factors that give the influence toward students' writing. It can be proved from the influence of improvement of journalists question strategy itself was 34.70%, while the students without using journalists question strategy influenced 15.14%.

After knowing about the percentage different improvement from both of the classes, to know clearly, then the writer analyzed it by using independent sample t- test as follows:

**Table IV.20**  
**The Data Analysis of Students' Writing Ability Using Journalists**  
**Question Strategy**

	X	N	Mean	Std. Deviation	Std. Error Mean
Y	1	24	15.92	5.291	1.080
	2	24	6.33	7.750	1.582

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 24 students; while for the experimental class consisted of 24 students. The gain mean of control class was 6.33, and gain mean of experimental class was 15.92. Standard deviation from control class was 7.750, while standard deviation from experimental class was 5.291. Standard error mean from control class was 1.582, and experimental class was 1.080.

**TABLE IV.21**  
**The Analysis of Independent Sample T-test**

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	2.608	.113	5.003	46	.000	9.583	1.915	5.728	13.439
Equal variances not assumed			5.003	40.614	.000	9.583	1.915	5.714	13.453

Based on the output SPSS above, Independent-Sample t-test shows Levene's Test to know the same variance.

$H_0$  = Variance population identic

$H_a$  = Variance population not identic

Significant value > Significant (0.05),  $H_0$  is accepted.

Significant value < Significant (0.05),  $H_0$  is rejected.

Based on the output above, it was answered the hypothesis of the research that  $H_0$  was rejected and  $H_a$  was accepted because  $0.000 < 0.05$ . The next standard for analysis based on Equal variant assumed.

From the output above also, it could be seen that score of t-test was 5.003 with  $df=46$ , because  $df=46$  was not found from the "t" table, so the researcher took  $df=50$ . Mean difference was 9.583 and standard error

difference was 1.915. Lower interval of the difference was 5.728 and upper confidence difference was 13.439.

If  $t_o$  (t Observation), 5.003 compared with  $t_t$  with df 50, the t critic point was:

Significance 5% = 2.01

Significance 1% = 2.68

It could be seen that the  $t_o$  was higher than  $t_t = 5.003$  in significance 5% and 1% ( $2.01 < 5.003 > 2.68$ ). It means  $H_o$  was rejected and  $H_a$  was accepted; or there was a significant difference of using journalists question strategy toward students' ability in writing narrative text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Referring to the data analyses and data presentation explained at the chapter IV, finally the writer concludes that the answer of the formulation of the problem:

1. Students' ability in writing narrative text by using journalists question strategy is significantly improved. It can be seen from the students' score at pre-test to post-test. It means that the students at experimental class using journalists question strategy had better scores.
2. Students' ability in writing narrative text without using journalists question strategy was not significantly improved. It can be seen from the students' score at pre-test to post-test. It means that students at control class without using journalists question strategy still have low score.
3. Form analysis of Independent Sample t-test formula, there is a significant difference of using journalists question strategy toward students' ability in writing narrative text at the second year students of State Islamic Senior High School (MAN) Kampar. The  $H_0$  is rejected and  $H_a$  is accepted because  $\text{Significant value} < \text{Significant } (0.05)$ . Besides, the mean of students' score at experimental class improved significantly. Using journalists question strategy gave significant difference on students' ability in writing narrative text.

## **B. SUGGESTION**

Pertaining on the research finding, the writer would like to give some suggestions to the teacher, students and the school. From the conclusion of the research above, it is known that using journalists question strategy can give the significant difference on students' ability in writing narrative text.

1. In the teaching and learning process, the teacher should use various strategies that are suitable with the teaching material itself. In teaching writing, especially in writing narrative text, teacher should teach the students about how to use the variables in journalists question strategy. The teacher should make the students involve in the learning process. The teacher should have the students write. By using journalists question strategy, the students will have plan before writing it means they know what they will write. Therefore, the students will be easy in writing narrative text. So, it is better for the teacher to implement the journalists question strategy in his/her classroom.
2. For the students, they have to have hard effort to improve their writing ability. The students have to have more practices. In writing, the students should know for whom they write, and in what form that their writings are good. The students should consider the variables of journalists question strategy in their writing.
3. For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' learning

activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students.

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